4.A.1.1. Students are able to **simplify** whole number **expressions** involving addition, subtraction, multiplication, and division.

Webb Level: 1
Bloom: Comprehension

Verbs Defined:
Simplify an expression- define the value using fewer terms

Key Terms Defined:
Whole number- any number 0,1,2,3,4,5….
Expressions - a mathematical statement written in algebraic form. An expression can contain any combination of letters or numbers and often involves arithmetic operations.

Teacher Speak:
Students are able to simplify an expression (define the value using fewer terms) by writing the answer with problems involving addition, subtraction, multiplication, and division.

Student Speak:
I can take a combination of numbers and symbols and represent it with a single number in addition, subtraction, multiplication, and division problems.

4.A.1.2. Students are able to recognize and use the commutative property of addition and multiplication.

Webb Level: 1
Bloom: Application

Verbs Defined:
Recognize- identify
Use- use

Key Terms Defined:
Commutative property- changing the order of addends and factors doesn't change the sum or product, e.g. 6+3 = 3+6

Teacher Speak:
Students are able to recognize (identify) the commutative property (changing the order of addends and factors doesn't change the sum or product) of addition and multiplication and know how to use it.

.

Student Speak:
I can change the order of the numbers in an addition problem and get the same answer (commutative property).
I can change the order of the numbers in a multiplication problem and get the same answer (commutative property).

4.A.1.3. Students are able to **relate** the concepts of addition, subtraction, multiplication, and division to one another.

Webb level: 2
Bloom: Application

Verbs Defined:
Relate concepts - connect/link/tell

Key Terms Defined:

Teacher Speak:
Students are able to connect (relate concepts) addition, subtraction, multiplication and division to one another.
.
Student Speak:
I can make connections (relate concepts) between addition and subtraction.
I can make connections (relate concepts) between addition and multiplication.
I can make connections (relate concepts) between addition and division.
I can make connections (relate concepts) between subtraction and multiplication.
I can make connections (relate concepts) between subtraction and division.
I can make connections (relate concepts) between multiplication and division.

4.A.2.1. Students are able to **select** appropriate relational symbols (<, >, =) to make number sentences true.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Select- choose/place

Key Terms Defined:
Relational symbols- greater than (>), less than (<), equal to (=)
Number sentence- an expression using numbers and symbols

Teacher Speak:
Students are able to select (choose or place) the correct relational symbol to make a number sentence true.

.

Student Speak:
I can place (select or choose) the correct symbol (greater than (>), less than (<), equal to (=)) in a number sentence (an expression using numbers and symbols) to make it true.

4.A.2.2. Students are able to **simplify** a two-step equation using whole numbers.

Webb Level:
Bloom: Application

Verbs Defined:
Simplify- calculate and replace with one value

Key Terms Defined:
Whole number- 0,1,2,3,4,5…..
Two-step equation - an equation containing one variable that requires two steps to find the unknown. (example: $3 \times 5 = n + 4$; $6 - n + 4 = 17$)

Teacher Speak:
Students are able to simplify (calculate and replace with one value) a two-step equation (an equation requiring two steps to find the unknown) involving whole numbers.

.

Student Speak
I can find the unknown value in an equation that requires two steps to solve.

4.A.3.1. Students are able to **write** and **solve** number sentences that represent one-step word problems using whole numbers.

Webb Level: 2
Bloom: Application

Verbs Defined:
Solve- to find the correct answer
Write – translate into numbers the mathematics in a word problem.

Key Terms Defined:
Number sentence- an expression using numbers and symbols
One-step word problems- a problem involving only one step to determine the answer
Whole number- 0,1,2,3,4,5….

Teacher Speak:
Students are able to write number sentences using whole numbers from word problems involving only one step.
Students are able to solve (find the correct answer) number sentences and word problems involving only one step.

Student Speak:
I can write a number sentence that matches a one-step word problem with whole numbers (0,1,2,3,4,5….).
I can find the correct answer to (solve) a number sentence in a one-step word problem with whole numbers (0,1,2,3,4,5….).

4.A.4.1. Students are able to **solve** problems involving pattern identification and completion of patterns.

Webb Level: 2
Bloom: Application

Verbs Defined:
Solve – describe the rule used

Key Terms Defined:

Teacher Speak:
Students are able to solve (describe the rule used) and complete the pattern in a given problem.
.
Student Speak:
I can identify number and shape patterns (describe the rule used) and continue the pattern by showing what comes next.